DOCUMENT RESUME

ED 047 872 24 RC 005 097

TITLE	Manual for Providing Library Services to Indians and Mexican Americans.
INSTITUTION	New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-6-2469
PUB DATE	Mar 71
CONTRACT	OEC-1-6-062469-1574
NOTE	60p.; Manual prepared by participants of the "Institute to Train School and Public Librarians to Work in Communities with Large Numbers of Mexican Americans and/or Indians." New Mexico State Univ., Las Cruces Jun. 8-Jul. 3, 1970
AVAILABLE FROM	New Mexico State University, Box 3AP, Las Cruces, New Mexico 88001 ($1.00)
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*American Indians, Bibliographic Citations, *Cultural Awareness, Enrichment Programs, Guidelines, *Library Education, Library Materials, Library Planning, *Library Services, *Mexican Americans, Resource Materials, Rural Schools, Summer Institutes

ABSTRACT

The manual was compiled by participants of an institute designed to train librarians to work with American Indians and Mexican Americans. Information is provided to aid library personnel in understanding the cultural backgrounds of these minority groups. Criteria for selecting books for and about Mexican Americans and Indians are included, as well as reader's interest and library-interest forms. Criteria for judging library services to rural and small communities are also given. Implementation of library services is discussed in terms of the library, the student-librarian relationship, the total school, the community, and state and national activities. Lists of bibliographies on Indians, Mexican Americans, and both Indians and Mexican Americans are included, and each entry is coded for interest and use level. Supplementary reading materials for cultural enrichment are listed for both Mexican Americans and Indians, and these are also coded by interest level. Resource materials such as films, records, magazines, and newspapers are cited, and a directory of sources concludes the document. (LS)

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MANUAL FOR

PROVIDING

LIBRARY SERVICES TO INDIANS

AND MEXICAN AMERICANS

Compiled by

Participants of the "Institute to Train School and Public Librarians to Work in Communities with Large Numbers of Mexican Americans and/or Indians"

Institute Director: Dr. Everett D. Edington

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

New Mexico State University
Las Cruces, New Mexico 88001

March 1971

RC005097

This publication was prepared pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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C O N T E N T S

Chapter		Page
	PARTICIPANTS	iii
	ACKNOWLEDGMENTS	iv
	PREFACE	vii
I.	ATTITUDES AND VALUES OF THE AMERICAN INDIAN	1
II.	BACKGROUND OF THE MEXICAN AMERICAN	5
III.	GUIDE TO SELECTING LIBRARY MATERIALS FOR MEXICAN AMERICANS AND INDIANS	9
IV.	READER'S INTEREST AND LIBRARY-INTEREST FORMS	13
V.	CRITERIA FOR JUDGING LIBRARY SERVICES TO RURAL AND SMALL COMMUNITIES	17
VI.	AREAS OF IMPLEMENTATION	19
VII.	LISTS OF BIBLIOGRAPHIES	25
VIII.	OTHER LIBRARY MATERIALS	35
IX.	DIRECTORY OF SOURCES	57

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ACKNOWLEDGMENTS

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PREFACE

The materials in this manual resulted from cooperative effort on the part of librarians who participated in the "Institute to Train School and Public Librarians to Work in Communities with Large Numbers of Mexican Americans and/or Indians." The library institute was held at New Mexico State University, Las Cruces, New Mexico, from June 8 to July 3, 1970.

The overall goal of the institute was to increase the efficiency and knowledge of those persons working in school and public libraries in areas where there are large numbers of Spanish-speaking people and/or Indians. The library institute endeavored to help librarians understand and appreciate the cultural differences of these minority groups and to improve the library techniques of those who participated in the institute.

Participants felt that parents, teachers, administrators, and librarians should cooperate to provide worthwhile reading and media materials for children in elementary schools and that junior high, high school, college, and public libraries will contribute more effectively to the education of young people and adults when children have had the opportunity of growing up in a school with a good library. The good library should help to establish cultural identity and a good self-image for all children, particularly members of minority groups.

It is our hope that the materials in this manual will help other librarians, administrators, teachers, and educational personnel to reevaluate their library programs and their manner of working with Mexican Americans and/or Indians.

Chapter I

ATTITUDES AND VALUES OF THE AMERICAN INDIAN

A study of the Indian in American society today must be viewed with a knowledge and understanding of his cultural background and heritage, as well as his attitudes, values, and conflicts resulting from coexistence in a dominant non-Indian culture.

The American Indian is highly variable in cultural complexities. Tribes vary in number from less than 100 to more than 100,000 members, with the heaviest concentration being in the Southwest. In order to come to a better understanding of the American Indian today, some of his history, traditions, cultural values, and attitudes must be taken into account. Some cultural similarities which have developed among the American Indians are described below.

* * * * * *

Extended Family

The extended family was the most important social and economic unit. Survival of the individual was possible only through survival of the clan. Food, clothing, and all material possessions were shared. Personal wealth became important with everyone working for betterment of the clans. Through betterment of the clans came betterment of the tribe. Great emphasis was placed upon working together, sharing, and cooperation. As a result, the early-day Indian tended to be noncompetitive. Indian children were usually treated permissively and loved by everyone. Discipline was achieved through ridiculing and ignoring the child. All members of the family cooperated to see that the child behaved. In this extended family, there was great respect for the aged.

Religion

Religion permeated all aspects of Indian life. It gave direction to life that otherwise would have been aimless and meaningless. Even Indian social life was, and still is, centered around rites and ceremonies which have their bases in natural concepts.

Harmony with Nature

All Indians believed in living in harmony with nature and depended upon nature to supply their needs. When disease, famine, or drought hit them, it was because their lives were not in total harmony with nature. When they had bountiful crops, it was because the gods were pleased with the people. The Indians used many resources to regain this necessary balance: witchcraft, sorcery, visions, dances, offerings, rites, and chants which were led or conducted by the medicine men or shamen.

Land Ownership

The Earth was the Eternal Mother to be shared and cherished by all. Consequently, personal ownership of land was unknown.

Time Orientation

That time consists of the present, the here and now, and comes in endless supply was a concept believed by the Indian. Time was something that coexisted with the Indian. For this reason, there was little concern for the future or for what tomorrow would bring.

Language

There were many languages and dialects spoken by the American Indian. These languages evolved in accordance with geographic locations and the amount of contact with other people.

* * * * * *

The influence of the dominant non-Indian culture has changed such concepts as those we have just discussed. Because the American Indian today is forced to conform to the non-Indian concepts of time, education, and competitiveness, his language has been influenced by English words and modern society. The present Indian religion is often a mixture of Christianity and Indian religion. Economic conditions and acculturation--with the accompaniment of chronic unemployment, drunkenness, disease, and malnutrition--have contributed to the breakdown of the extended family.

As the Indian moves further into the dominant culture, he begins to lose his identification with the ways of his youth. He finds it very difficult to replace the values of his native-born culture with the values of the society in which he now lives. This conflict accounts in part for the high incidence of mental illness among the American Indians of today.

Hopefully, we as librarians can have a part in helping the Indian to be able to take the good from other cultures with which he comes in contact and to add to his own culture that which he desires. We should provide good cultural background material for all groups to aid in this process. American society will one day find that its strength lies in its individual differences.

Chapter II

BACKGROUND OF THE MEXICAN AMERICAN

When one speaks of Mexican Americans, the name evokes different images to different people; however, for purposes of clarity, the term "Mexican American" is used here to deal with those people who call themselves Spanish American, Hispano, Latino, Chicano, La Raza, Spanish, etc.

There were four basic migrations of Mexican Americans in the United States. The first were the Spanish who settled in northern New Mexico and southern Colorado in the late 1500's and early 1600's. When Spain withdrew from the New World, these people were virtually isolated from any outside influences. For nearly three centuries, Spanish culture remained virtually unchanged. Most of these people lived in partial seclusion and self-sufficiency on lands granted to them by the king of Spain.

In 1850, the Treaty of Guadalupe Hidalgo was signed by the United States and Mexico as a result of the Mexican American War. According to the treaty, all existing Spanish land grants were to be honored by the United States. In return, the people living on the land grants were to declare loyalty to the United States. Many of the land owners were swindled out of their lands by the legalistic maneuverings of unscrupulous businessmen. The actions of the swindlers have in modern times invoked the wrath of the descendants of the land grant owners, who banded together under the "Alianza" (Federal Alliance of Free City States) in an effort to recover their stolen lands.

Beginning in 1910 when Mexico was undergoing political upheaval, there was an influx of Mexicans who were fleeing Mexico and seeking asylum. The United States encouraged this immigration because World War I had increased the need for agricultural labor. Once again, mass immigration continued in the 1920's because of political and economic instability in Mexico. It is estimated that nearly 1,000,000 Mexicans immigrated to the United States from 1910 to 1930. After World War II, there was another influx of Mexican immigrants. During this period, the Bracero Program was initiated. Although a large number of the immigrants continued to be interested in agricultural work, many of them were no longer looking for farm labor but were headed to

the cities to join the unskilled labor force. Therefore, most of the new immigrants were becoming urban-oriented rather than rural-oriented.

Today, more than ever, the Anglo society is beginning to realize that ethnic problems exist both among so-called Mexican Americans and between this minority group and the Anglo society. Mexican Americans are awakening to injustices they have suffered in the past or are still experiencing. Their clamor for a place in the middle-class Anglo society is beginning to be felt more acutely, and rightly so.

It is about as easy to define a Mexican American as it is to define an American. Mexican Americans comprise a heterogeneous group, although sometimes distinct from the dominant Anglo culture in terms of language, customs, heritage, attitudes, and values.

The stereotype of the Mexican American depicts him as being totally submissive to the teachings of the mother church (Catholic Church), barely subsisting in an agrarian society, having a fatalistic outlook on life, working only to supply his present needs, having a low level of aspiration, having a narrow time orientation, holding superstitions, and maintaining an extended family system. This stereotype may or may not apply partially or totally to the 20 percent of Mexican Americans residing in rural areas of the United States; it probably does not apply to the 40 percent of lower class Mexican Americans living in urban ghettos, and probably not to the other 40 percent of Mexican Americans living in urban areas.

Since the Mexican American cannot be readily described, perhaps it is best to consider him in terms of his degree of acculturation. On one extreme are the people recently arrived from Mexico. They have strong Mexican attitudes and behavior, and speak only Spanish. However, as with all immigrant groups, acculturation becomes more rapid as the socioeconomic level improves. Thus, at the other extreme are Mexican Americans who have been completely acculturated, or for that matter assimilated! Between these extremes are people all along the continuum.

It must be realized that the American educational system has failed miserably in ministering to, and helping, those who do not come from homes which reflect the middle-class Anglo cultural standards and traditions. A Spanish-speaking child comes to school eagerly, with high aspirations; however, in many instances, he is felled by strokes of misunderstanding

and a hostile environment because there is no one to help him to be proud of his home, culture, history, and traditions. Education is not a panacea, but the system could possibly help problems vanish by facing the issue and seeking unbiased educational and social solutions. The Mexican American could be educated in his own culture, using unbiased history and contributions which he can offer to society.

It is important to teach the Mexican American the skills and knowledge he needs to function well in the society in which he lives while at the same time preserving and enriching his own unique cultural heritage. The system can give him the tools by which he can build his own ladder to a brighter future--with grace, dignity, pride, and a sense of achievement.

Chapter III

GUIDE TO SELECTING LIBRARY MATERIALS FOR MEXICAN AMERICANS AND INDIANS

The purpose of this guide is to establish evaluative criteria to determine the suitability of materials in meeting the instructional and/or recreational needs of library users.

1. Instructional goal: To fulfill a specific curriculum need or to extend an instructional area with factual information.

2. Recreational goal: To select materials on hobbies, interest areas, or special needs to stimulate interest in new as well as in familiar areas.

The school librarian* should make every effort to examine materials before purchasing them. Bookstores, departments of education, publishers' review copies and exhibits, conventions, book fairs, and various other library collections provide opportunity for the librarian to examine materials personally before selection. Fortunately, some excellent annotated lists of materials have been compiled by experienced teachers and librarians; these lists include sufficient information to serve as reliable guides in selection of materials.

In selecting materials, each librarian will need to determine what percentage of the total library collection should be devoted to material on ethnic groups, depending upon local factors. It is also important for the total collection to present a balanced point of view, insofar as possible, on controversial subjects. This includes bilingual and bicultural material (in single language, multilanguage, and translations).

Standard selection aids as listed in Azile Wofford's Book Selection for School Libraries (New York, Wilson, 1962, pp. 51-65) and Elizabeth D. Hodges' Books for Elementary School Libraries (Chicago, American Library

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* The term "librarian" is used to include all media personnel; the term "library" is used to include all media.

Association, 1969, pp. 253-7) provide basic tools for the librarian. In addition, many specific aids are needed for the Mexican American and Indian material in order to take into consideration the students' needs, interests, and background. Lists of books, records, films, newspapers, and societies are included in the present manual. Special attention is called to the following, which may be particularly helpful:

Blatt, Gloria. "The Mexican American in Children's Literature." Elementary English, Vol. 45, pp. 446-51, Apr. 1968.

Grimes, George H. "Media Materials for the Disadvantaged: Areas of Need and Selection Criteria." Audiovisual Instruction, Dec. 1969, pp. 20-3.

"Suggested Aids to Book Selection." Top of the News. Chicago, American Library Association, 24 June 1970.

Additional selection-aid sources may be found in the form of suggestions from community and professional organizations such as community action programs, local ethnic action groups, departments of education, Federal agencies, and the Pan American Union. Because of their close identification with various ethnic groups, listings and suggestions from these agencies may be useful in determining the relevance and accuracy of materials.

The following criteria should be considered in selecting books for and about Mexican Americans and Indians:

A. Content

1. General criteria

a. Accuracy should be maintained.
b. Plot should have unity of action, logical sequence of events, and plausibility.
c. Complex stories should be edited carefully to retain the flavor of the story, to hold interest, and to give suspense.
d. Theme should be well defined and appropriate.
e. Characters should be portrayed objectively and accurately.
f. Vocabulary should be on the student's level and indicative of the subject area.
g. Production should provide for good articulation, pleasant diction, and clear enunciation.

2. Specific criteria

Materials should

a. Be free of prejudices and stereotypes.
b. Provide fair and balanced recognition of children and adults of minority groups.
c. Present integrated human relationships.
d. Reflect physical appearance of Mexican Americans and/or Indians in pictures.
e. Give ethnic groups a positive image.
f. Emphasize the multicultural character of our nation.
g. Assist students in appreciating all people, regardless of ethnic differences.
h. Help students appreciate the many contributions of our leaders.
i. Present an accurate picture of conditions which have played a role in development of the nation's history.
j. Analyze intergroup tension and conflict with resolutions to social problems.
k. Help motivate students to understand themselves and their role in society.
l. Develop in the reader a positive self-image.

B. Format

1. Cover--bright, attractive, clear printing for eye appeal.
2. Paper--good quality preferable.
3. Print--clear, easily read.
4. Illustrations and pictures--appealing, preferably in color, representative of the culture.
5. Drawings--accurate.
6. Binding--best available.

Due to scarcity of material in the Mexican American and Indian fields, it may be desirable to select books of lesser quality format, without sacrificing important content values, rather than making no selection. Since material is being published now, librarians need to be aware of new offerings in order to obtain the best as it becomes available.

C. Sources of Book Recommendations

1. Reviews by reputable authors.
2. Professional authorities knowledgeable in the field covered by the book.
3. Teacher requests for books applicable to curriculum or for enrichment.
4. Student approval or rejection.
5. Parents' requests.
6. Other librarians oriented to material on Mexican Americans and/or Indians.
7. Leaders of groups in a local area who have particular interest in Mexican Americans and/or Indians.

Chapter IV

READER'S INTEREST AND LIBRARY-INTEREST FORMS

The following forms, Reader's Interest Form and Library-Interest Form, are suggested inventories to be used at the discretion of the librarian to help determine reading interests and library usage.

READER'S INTEREST FORM

1. Which do you prefer?

Fiction _____ Short stories _____

Non-fiction _____ Biography _____

Which of the following do you read?

2. In fiction:

Science fiction ____ Nurse stories _____

War _____ Sports stories _____

Romance _____ Indian stories _____

Horse stories _____ Adventure stories __

Dog stories _____ Other _____

3. Non-fiction:

History _____ Sports _____

Geography _____ Hobbies _____

Science _____ Biography _____

Arts and crafts ____ Other _____

4. Vocations:

Mechanics _____ Business _____

Nursing _____ F. B. I. _____

Medicine _____ Others:

Teaching _____ _____

Clergy _____ _____

Military _____ _____

12/13

5. Biography:

Presidents _____ Historical characters ___

Authors _____ Artists _____

Inventors _____ Composers _____

Athletes _____ Others _____

List people about whom you like to read:

_____

_____

_____

_____

_____

6. Have you checked out any of our Spanish and/or Indian books? ____

Would you like to have more books in these subject areas? _____

LIBRARY-INTEREST FORM

1. How often would you like to use the library?

a. sometimes _____ c. never _____

b. always _____

2. When would you use it?

a. before school _____ c. after school _____

b. during the lunch hour ___

3. Do you have a home library? _____ If so, are any of the books reference books? _____ What? _____

_____ _____

_____ _____

_____ _____

_____ _____

4. Do you need to check out reference books from the library? _____
5. Do you know about our vertical file? _____ Have you used it? ___
6. Have you used: records _____, filmstrips _____, tapes _____, study prints _____, models _____, games _____, puzzles _____ ?
7. Do you like, or have you noticed, the bulletin board displays? ___
8. Do you have any ideas or suggestions for displays? _____

_____

_____

9. Would you be interested in helping make a display? _____
10. In what ways would you improve the library service? _____

_____

_____

_____

11. Can you think of any good books that you have read which we do not have in our library? _____

_____

_____

_____

12. Do you use the public library? _____ If not, why? _____

_____

_____

13. If you had the opportunity during the summer, would you use a bookmobile? _____
14. What are your favorite magazines?

_____ _____

_____ _____

_____ _____

_____ _____

15. Would you like to check out the magazines? _____
16. Are there any magazines that you would like to see in our library?

_____ _____

_____ _____

_____ _____

_____ _____

17. Do you read the newspaper? _____

18. Can you use the Reader's Guide to find magazine articles? _____

19. Is there anything about finding a book or about a check-out procedure that you do not understand? _____ If so, what? _____

_____

_____

_____

COMMENTS:

Chapter V

CRITERIA FOR JUDGING LIBRARY SERVICES TO RURAL AND SMALL COMMUNITIES

1. Libraries should undergo continuous reevaluation of purposes of the library, its facilities, collection, and services. Periodic evaluation should be conducted by a representative cross-section of the community which the library serves. Communities should be surveyed to determine needs.
2. There should be a wide variety of materials available. Patrons should be encouraged to check out media, reference materials, and equipment as well as books.
3. Funds should be available for maintenance and prompt repair of equipment.
4. There should be an adequate building and adequate shelves and supplies of equipment. The facilities should be inviting to the public, both in physical appearance and in atmosphere.
5. Libraries should utilize services of state and regional libraries and their consultant services. Where trained librarians are not available, consultant services should be available to assist non-professional library workers.
6. One person should be in charge of the overall library program.
7. Maximum effort should be made to involve the community in operation of the library--especially members of ethnic and minority groups, community action groups, parents, and civic leaders.
8. There should be a written book-selection policy and a procedure for the public to comment on books. These comments would be used to select materials based on the interests, needs, and reading levels of library patrons.
9. It is very important that libraries in rural areas be accessible to all members of the community. The American Library Association, in its stated objectives for school libraries, specifies that it is to "co-operate with other librarians and community leaders in planning

and developing an over-all library program for the community or area." Library hours should accommodate the needs of the community.

10. Library utilization should be encouraged through publicity measures, club activities, and individual efforts.

Chapter VI

AREAS OF IMPLEMENTATION

Wishing to initiate the new ideas and procedures gained through this library institute, we, the participants, have offered the following suggestions as specific areas of implementation. The strategy, when the actual work begins, is to relate effectively to everyone involved; to reach out to others, wherever they are, rather than waiting for them to come to us; and to be extremely dedicated, regardless of opposition and setbacks. Common sense, thoughtful planning, resourcefulness, and imagination will indicate the appropriate plan of action. The specific areas of implementation discussed are

1. The Library
2. Student-librarian Relationship
3. The Total School
4. The Community
5. State and National Activities

The Library

1. Make libraries as attractive as possible. Carpeting is an asset.
2. Simplify book-lending procedures.
3. Have a free atmosphere with few rules.
4. Check out reference materials to students if at all possible.
5. Develop subject and unit bibliographies for student and teacher usage.
6. Build up the collection in the minorities subject areas.
7. Work for a larger library budget by showing the value of library services.
8. Develop an adequate media library to reinforce the curriculum.
9. Have a survey sheet to evaluate the library collection and services.
10. Have a consideration file and community resource file.
11. Have booklists with annotations.
12. Use recommended selection tools.
13. Have bilingual materials and posters.
14. Emphasize good attitudes in the library.

15. Have orientation for library aides in the routine procedures.
16. Expand the vertical files to include all interests of students and teachers.
17. Be alert to new trends in library services.
18. Prepare lists, by reading level, for student and teacher use.
19. Plan programs for special times--for example, Children's Book Week, national holidays, or special cultural days.
20. Have a library newsletter.
21. Have an interest-survey sheet.
22. Be alert to current affairs and have materials available.
23. Remove poor materials depicting any minority group as a stereotyped part of society.
24. Have a good selection of paperbacks.
25. Have a swap shelf for students and teachers.
26. Have a library club or literary club where books are discussed.
27. Have a good supply of bookmarks on hand to advertise books and the library.
28. Remember that clerical assistance is needed to support the professional work of the librarian.
29. Keep in mind that a good library program is the shared responsibility of administrators, board members, teachers, and the librarian.

Student-librarian Relationship

1. The librarian should develop a one-to-one relationship with the student by greeting him personally, by encouraging a good self-image, and by becoming acquainted with personal interests and reading tastes. (Use survey sheets for reading interests.)
2. Student ideas should be utilized in book selection.
3. Students should be given library orientation, including rules and the care of library materials.
4. Student library aides should receive credit for work in the library.
5. A library club should be organized and should be active in school activities--for example, give book talks on the Southwest.
6. Contests should be promoted among students by designing original book covers, displays, and posters; students can judge and give good books as prizes.

7. Students should be helped to become more critical and to evaluate materials offering the opportunity for complaints.
8. The librarian should work with extracurricular clubs and activities, allowing a better chance to become acquainted with students and parents.
9. The librarian should promote or help to establish a "big brother-big sister program" to aid new students in becoming acquainted with and adjusted to the new school situation.
10. The librarian should help to create a student tutorial program and offer the library and the librarian's services for its use.
11. The librarian should learn other languages (not just English) that the students speak.
12. The librarian should examine herself for harbored prejudice.

The Total School

1. Educate the school board and administration as to the purpose, programs, needs, and goals of the library through monthly reports and personal contact.
2. Make the services and materials of the library known to the faculty by talking "library." Keep the channels of communication open, and ask for and give consideration to teacher requests.
3. Provide an orientation to library services for new teachers.
4. Provide for teacher orientation and sensitivity training dealing with the cultural heritage of students.
5. Provide in-service training for teachers and aides when new equipment and media are purchased.
6. Provide an orientation on use of the library for students. Use a well-done film to sell the library and to change stereotyped ideas.
7. Become involved in total school activities, including faculty meetings.
8. Set up displays and bulletin boards throughout the building, including original art work by students.
9. Seek membership on the curriculum committee so as to supplement and implement the curriculum more effectively.
10. Be aware of the overall goals of the school.

11. Make the library accessible to all students, both before and after school. The librarian should also be accessible to all.
12. Help to organize ethnic clubs where students can learn about the culture of other people.
13. Recommend that a faculty-student committee be formed to work with the librarian on library programs and problems.
14. Work closely with guidance counselors in order to contribute to the guidance program.
15. Encourage the administration and school board to establish a course about the history and development of, for example, the Southwest--including the contributions of Indians and Mexican Americans.
16. Recommend that a written book-selection policy incorporating the Library Bill of Rights be adopted by the school board.
17. Remember that lectures can be arranged by Telethon with slides through the Bell Telephone Company.
18. Initiate the concept of having "big brother" and "big sister" for new students.
19. Field trips should be planned using the library for background material.
20. Recommend that materials depicting any minority group as subhuman be removed from the library and classrooms.
21. Do not use demeaning stereotyped expressions.
22. Acquaint others with the contents of this manual.
23. Have a plan of action when approaching teachers or administrators about a specific situation.

The Community

1. The librarian should advertise that he or she is willing to be a public speaker in the community to discuss and inform about library services.
2. Open the library in the evenings for library use (check-out), for meetings, or for classes.
3. Use store windows (with permission) for displays in the community.
4. Determine the feasibility of placing collections of books in community centers, laundry facilities, churches, and reliable stores.
5. Cooperate with other agencies (e.g., community classes for adult basic education) and cooperate and work with the public librarian.

6. Use interlibrary loan with other schools in the community.
7. Take part or give aid to community groups or service clubs (e.g., PTA, church, historical society, Boy Scouts, Girl Scouts).
8. Recruit mothers for volunteer service in the library.
9. Recruit senior citizens for volunteer service in story-telling hour and tape their stories for future use.
10. Build up a community resource file.
11. Establish, utilize, and advertise bookmobiles.
12. Open the library at least one night a week for adult use.
13. Make library media resources available for home use.
14. Include parents on the advisory committee for the library.
15. Establish summer library programs.
16. Devise a form to honor book complaints from or by interested citizens.
17. Utilize the public news media in promoting library programs.
18. Explore the possibility of training local residents to staff the library so that it can remain open evenings and Saturdays.

State and National Activities

1. Join all library and media associations. Volunteer your services for committee work.
2. Communicate and cooperate with librarians in public, private, and school libraries.
3. Use the interlibrary loan system. Work closely with your state library and make use of its facilities.
4. Write to your national and state senators and representatives. Ask for free materials and send them your ideas for better library services.
5. Write letters to influence legislation. Support your library lobby groups.
6. Invite state consultants to visit and advise you.
7. Ask your state library for more bookmobile service.
8. Write articles for the educational community, library journals, and civic groups.
9. Work for adequately funded and properly organized regional media centers.

10. Recommend that your state organizations give scholarships to train future librarians.
11. Work for an accredited library school in your state.
12. Send suggestions for curriculum and media to the state education department.
13. Make sure you are a registered voter and vote in all elections.
14. Send this manual to state officials and to the state board of education members.
15. Develop an agency to advise media specialists on curriculum.

Chapter VII

LISTS OF BIBLIOGRAPHIES*

This chapter lists available bibliographies located by the librarians of the institute but not necessarily recommended. The chapter is divided into three parts:

1. Bibliographies on Indians
2. Bibliographies on Mexican Americans
3. Bibliographies on Both Indians and Mexican Americans.

Entries are coded as follows:

E - Elementary Level
J - Junior High Level
H - High School Level
P - Professional Level
AE - Adult Education Level
M - Contains References to Miscellaneous Non-book Material

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*Only those citations followed by an ED number (e.g., ED 000 000) may be ordered from ERIC Document Reproduction Service in microfiche and/or hard copy. The price for microfiche is $0.65 per ED number. The price for hard copy may be computed by noting the number of pages in the document you wish to order (this information is given with the citation) and then using the following pricing table:

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101 - 200	6.58
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Bibliographies on Indians

E,M — THE AMERICAN INDIAN: SOME RECOMMENDED TITLES FOR ELEMENTARY SCHOOLS. Oklahoma City, Oklahoma State Department of Education, Library Resources Division, June 1969, #33, 6pp.
List of books, records, filmstrips, and films. Divided into sections such as fiction, arts and crafts, dances, history. Also lists publishers' addresses. Prices included on each item.

J,H,M — THE AMERICAN INDIAN: SOME RECOMMENDED TITLES FOR SECONDARY SCHOOLS. Oklahoma City, Oklahoma State Department of Education, Library Resources Division, June 1969, #31, 5pp.
Similar to the elementary edition just cited.

P — ANSWERS TO YOUR QUESTIONS ABOUT AMERICAN INDIANS. Washington, D. C., Bureau of Indian Affairs, May 1968, pp. 32-41, 52pp. (ED 025 353).
Contains lists of selected readings.

E,J, H,M — Antell, Will, and Antell, Lee. AMERICAN INDIANS. Minneapolis, University of Minnesota, 1970.
An annotated bibliography of selected library resources.

J,H, P,AE — Atkinson, M. Jourdan. INDIANS OF THE SOUTHWEST. San Antonio, Naylor, 1958, pp. 326-33.
Has collection of books dealing with religion and cultural patterns of Indians of the Southwest.

P,AE — Berlandier, Jean. THE INDIANS OF TEXAS IN 1830. Washington, D. C., Smithsonian Institution, 1969, pp. 190-200.
Unique list of manuscripts and graphic materials, plus lists of published sources of memoirs, annual reports, and diaries.

J,H, P,AE — Brown, Carol, and West, Celeste. SYNERGY. Jan. - Feb. 1970, No. 25. San Francisco, Bay Area Reference Center, pp. 4-18.
Contains 4 divisions of resources: Indian newspapers and periodicals, relevant and recent books on Indians, national and California organizations, other sources.

P — Costo, Rupert. TEXTBOOKS AND THE AMERICAN INDIAN. San Francisco, Indian Historian Press, 1970, pp. 255-62.
Books for teachers, interested scholars, and upper grade students.

P — Duravich, Anna. INDIAN EDUCATION. Washington, D. C., Bureau of Indian Affairs, 1967, 13pp.
Lists 159 books and articles published between 1928 and 1966. Some vocational interest and achievement included.

M — Educational Film Library Association. 8-MM FILM DIRECTORY 1969-70. New York, N. Y., The Association, pp. 83, 304, 323. (Free.)
Filmstrips on American culture.

P,AE — Eggan, Fred. THE AMERICAN INDIAN. Chicago, Aldine, 1966, pp. 179-90.
Contains list of American Indian conferences which deal with social structures and social change with reference to Indian tribes and regions.

H,P, AE — Giddings, J. Louis. ANCIENT MEN OF THE ARCTIC. New York, Knopf, 1967, pp. 373-81.
Bibliography divided into chapters. Deals with discoveries and explorations of the Indians and Eskimos of Alaska.

P — Greenburg, Norman. EDUCATION OF THE AMERICAN INDIAN IN TODAY'S WORLD, AN INTERDISCIPLINARY APPROACH FOR TEACHERS AND ADMINISTRATORS. Dubuque, William C. Brown Book Co., 1964, 68pp.

P — Grimes, J. Larry. A BIBLIOGRAPHY OF THE UTO-AZTECAN LANGUAGES. 1966, 40pp. (ED 011 662).
Bibliography of works printed in English and Spanish. Includes documents from 1732 to 1965.

E,J, H,P — Hoyt, Anne K. BIBLIOGRAPHY OF THE CHEROKEES. Little Rock, South Central Regional Laboratory Corp., 1968, 61pp. (ED 023 533).
Extensive bibliography of books, Government publications, periodical articles, and theses published between 1832 and 1968 on all phases of Cherokee life and folklore.

E,J, H,P,M — Icolari, D., and Klein, Bernard. REFERENCE ENCYCLOPEDIA OF THE AMERICAN INDIAN. New York, Klein, 1967.
Books, magazines, periodicals, visual aids, etc. Highly recommended.

E,J, AE,M — INDIAN HERITAGE. Denver, Denver Public Library, 40pp.
Selected annotated booklist for all ages. Also has films and records.

H,P, AE — Josephy, Alvin. THE INDIAN HERITAGE OF AMERICA. New York, Knopf, 1968, pp. 368-84.
A selective culling of works for the non-specialist. Listed under 4 categories. Mention is made of museums, libraries, and national and state historical societies that have important unpublished manuscript material.

M,E,J Kellerhouse, Kenneth. THE IROQUOIS, A BIBLIOGRAPHY OF AUDIOVISUAL MATERIALS WITH SUPPLEMENT (title supplied). Oneonta, State University of New York, 1967, 9pp. (ED 018 324).
Twenty-five sources of AV material on northeastern American tribes. Recordings of Iroquois music and do-it-yourself reproductions of Iroquois artifacts.

P Martinez, Cecilia. AMERICAN INDIAN EDUCATION, A SELECTED BIBLIOGRAPHY. Las Cruces, ERIC/CRESS, 1969, 98pp. (ED 030 780).
Selected bibliography of documents in the ERIC collection.

P THE MESCALERO APACHES. Santa Fe, The Library, Museum of New Mexico, P. O. Box 1727, 1960, 9pp.
Lists books and parts of books that deal with Apache Indians.

M MUSIC OF THE AMERICAN INDIAN. Washington, D. C., Library of Congress, Music Division, Recording Laboratory, 3pp.
Includes songs and dances of many tribes.

M National Information Center for Educational Media. INDEX TO 16-MM. EDUCATIONAL FILMS. Portales, Film Library, Eastern New Mexico University. (Free.)
Comprehensive bibliography of cultural Indian films of many different tribes.

E Newman, Killian. A PRELIMINARY BIBLIOGRAPHY OF SELECTED CHILDREN'S BOOKS ABOUT AMERICAN INDIANS. New York, N. Y., Association on American Indian Affairs, Inc., 1969, 14pp.
Annotated list according to age level. A more expanded version to be published.

E Olsen, Diane. INDIANS IN LITERATURE. Minneapolis, University of Minnesota, 1964, 16pp. (ED 014 353).
Annotated list of children's books categorized by biography, lore and legend, stories and novels, and general information.

E,J, H,P Selby, Suzanne R. BIBLIOGRAPHY ON MATERIALS IN THE FIELD OF INDIAN EDUCATION (title supplied). Saskatoon, University of Saskatchewan, 1968, 110pp. (ED 026 180).
Some 105 books, articles, and pamphlets published between 1956 and 1968 are comprehensively annotated for teachers and students.

P Smith, Anne M. NEW MEXICO INDIANS: ECONOMIC, EDUCATIONAL, AND SOCIAL PROBLEMS. Santa Fe, Museum of New Mexico, 1966, pp. 159-65.
List of books, periodicals, articles, and research papers.

J,H,P Thompson, Stith. TALES OF THE NORTH AMERICAN INDIANS. Bloomington, Indiana University Press, 1966, pp. 368-86.
Sources arranged by cultural areas and tribes. Excellent source for Indian myths and characteristics of American Indians.

P Troike, Rudolph C. BIBLIOGRAPHIES OF AMERICAN INDIAN LANGUAGES. Austin, University of Texas Press, 1967, 180pp. (ED 016 200).
Language families include Na-Dene, Navaho, Algonquian, Uto-Aztecan, Siouan, Iroquian, Mayan, Mixtec, Quechumaran, Panoan, Jivaro, and Tupi-Guarani.

Bibliographies on Mexican Americans

E,P Blatt, G. "The Mexican American in Children's Literature." ELEMENTARY ENGLISH, Vol. 45, pp. 446-51, April 1968.
Lists 32 titles recommended for elementary level reading.

P Dean, Frances. INTERCULTURAL EDUCATION SERIES, MONOGRAPH NO. 2. PROGRAMA DE EDUCACION INTERAMERICANA. Austin, University of Texas Press, 1967.
A selected annotated bibliography of the inter-American teaching aids for art, English language arts, music, social studies, and Spanish.

H Dorn, Georgette. LATIN AMERICA. Hispanic Foundation Bibliographic Series No. 11, Washington, D. C., U. S. Government Printing Office, 1967.
An annotated bibliography of paperback books.

AE,M "Easy Material for the Spanish-speaking." BOOKLIST AND SUBSCRIPTION BOOKS BULLETIN, July 15, 1968, pp. 1266-77. Reprint free from the American Library Association.
A list of books for the Spanish-speaking person with reading difficulty.

P Fifield, Ruth. ENGLISH AS A SECOND LANGUAGE BIBLIOGRAPHY. El Centro, California, Imperial County Schools, 1968, 19pp. (ED 024 513).
English as a second language includes language instruction and material in English and Spanish.

P,H, AE Forster, Merlin. AN INDEX TO MEXICAN LITERARY PERIODICALS. New York, Scarecrow Press, Inc., 1966, 276pp.
Annotated bibliography of literary newspapers and magazines for Spanish-speaking people. (Spanish ed.)

P Galarza, Ernesto. MERCHANTS OF LABOR: THE MEXICAN BRACERO STORY. Santa Barbara, McNally & Loftin, 1964, pp. 260-7.
Contains books, pamphlets, and periodicals of migration of Mexican farm workers in California (1942-60).

P,E Gerez, Toni de. "Books for Miguel." LIBRARY JOURNAL, Dec. 15, 1967, pp. 4585-7.
An excellent sampling of what might be included in an elementary school library Spanish collection of Spanish and bilingual books.

H,P, AE Haro, R. P. "How Mexican Americans View Libraries; East Los Angeles and Sacramento, California." WILSON LIBRARY BULLETIN, March 1970, pp. 736-42.

P,AE,H J,E,M Harrigan, Joan. MATERIALES TOCANTE LOS LATINOS (MATERIALS ON THE SPANISH-AMERICAN). Denver, Colorado State Department of Education, 1967, 40pp. (ED 018 292).
Very general and comprehensive, with section on new or forthcoming materials. Includes directory of sources. Some media listed.

P Heathman, James E. MEXICAN AMERICAN EDUCATION, A SELECTED BIBLIOGRAPHY. Las Cruces, ERIC/CRESS, 1969, 58pp. (ED 031 352).
Indexed. Contains 156 citations.

E,J,M, H,AE HISPANIC HERITAGE. Denver, Denver Public Library, 1970.
Selected annotated booklist for all ages. Also contains films and records.

P,M Inter-Agency Committee on Mexican American Affairs. A GUIDE TO MATERIALS RELATING TO PERSONS OF MEXICAN HERITAGE IN THE UNITED STATES. Washington, D. C., U. S. Government Printing Office, 1969. Can be ordered from Inter-Agency Committee on Mexican American Affairs, 1800 G Street, N. W., Washington, D. C. 20506.
An excellent bibliography of books, periodicals, AV materials, producers and distributors of Spanish AV materials, and radio and TV stations.

P John F. Kennedy Memorial Library. A LIBRARY GUIDE TO MEXICAN AMERICAN STUDIES. Los Angeles, California State College.

P Jones, Earl. INTERCULTURAL EDUCATION SERIES, NO. 3. SELECTED LATIN AMERICAN LITERATURE FOR YOUTH. College Station, Texas A & M University, 1968, pp. 145-52.
Contains author index by countries.

J,H, P,AE Landes, Ruth. LATIN AMERICANS OF THE SOUTHWEST. New York, McGraw-Hill, 1965.
Covers a range of books from Spanish discoveries in the New World and colonization in Mexico and the United States.

E,J,H Little, Wilson. SPANISH-SPEAKING CHILDREN IN TEXAS. Austin, University of Texas Press, 1944, pp. 70-3.
Contains a list of published books and articles; also a list of graduate theses which bear upon the education of Spanish-speaking children in Texas.

J,H,P Manuel, Herschel. SPANISH-SPEAKING OF THE SOUTHWEST. Austin, University of Texas Press, 1965, pp. 209-22.
Provides a view of Mexican and southwestern history, literature of the Spanish-speakin people, educational problems and the migrant children, and the teaching of Spanish and service of the same.

P,AE MEXICAN AMERICAN: A SELECTED AND ANNOTATED BIBLIOGRAPHY. Stanford, California, Stanford Book Store, 1969, 139pp.
A project directed by John J. Johnson; very comprehensive.

E,M MEXICAN-AMERICANS: SOME RECOMMENDED TITLES FOR ELEMENTARY SCHOOLS. Oklahoma City, Oklahoma State Department of Education, Library Resources Division, June 1969, #36, 2pp.
List of books, films, and filmstrips for Mexican Americans. Also has list of publishers' addresses. Prices included on each item.

M,J,H MEXICAN-AMERICANS: SOME RECOMMENDED TITLES FOR SECONDARY SCHOOLS. Oklahoma City, Oklahoma State Department of Education, Library Resources Division, June 1969, #34, 2pp.
Similar to the foregoing entry but geared for secondary schools.

P MUSIC OF LATIN AMERICA. Washington, D. C., Pan American Union. Reprint of 3rd edition, 1953.
History of music from Pre-Columbian period to the present. Bibliographies of music and records.

P,AE Saunders, Lyle. THE SPANISH-SPEAKING POPULATION OF TEXAS. Austin, University of Texas Press, 1949, p. 15.
Gives statistical data concerning the Spanish-speaking children and their background. Also lists material available from the Departments of Education, Commerce, Justice, and Labor.

P Seelye, H. Ned. A HANDBOOK ON LATIN AMERICA FOR TEACHERS: METHODOLOGY AND ANNOTATED BIBLIOGRAPHY. De Kalb, Northern Illinois University, 1968. Available from Office of the Superintendent of Public Instruction, Springfield, Illinois.

P Steiner, Stan. LA RAZA, THE MEXICAN AMERICAN. New York, Harper & Row, 1970, pp. 393-406.
Lists materials on general Mexican American history and other minority groups. List includes names and addresses of Chicano newspapers.

P Stoddard, Ellwyn. MEXICAN AMERICANS--IN SEARCH OF A NEW IDENTITY. El Paso, University of Texas, 1970, pp. 186-206.
Very comprehensive bibliography, plus partial list of the current "Chicano Press."

J,H,P Trejo, A. D. "Bicultural Americans with an Hispanic Tradition." WILSON LIBRARY BULLETIN, March 1970, pp. 716-20.

P,E,J, H,AE Ulibarri, Horacio. INTERPRETIVE STUDIES ON BILINGUAL EDUCATION. Albuquerque, University of New Mexico, 1969.
Comprehensive bibliographies on all levels.

P,H, AE Wilgus, A. Curtis, and D'Eca, Raul. LATIN AMERICAN HISTORY. New York, Barnes & Noble, Inc., 1963, pp. 447-54.
Contains general and specific information on the American background of Latin America.

P,AE WILSON LIBRARY BULLETIN, March 1970.
The entire issue is devoted to libraries and the Spanish-speaking. Pages 730 and 742 have lists of books for further reading.

H,P Whitaker, Arthur P. LATIN AMERICAN HISTORY SINCE 1825. Center for Teachers of History, American Historical Association, 1965, pp. 19-23.
This is a study guide for Latin American history.

Bibliographies on Both Indians and Mexican Americans

E,J,H Balcken, Andrea. MINORITY GROUPS. Chicago, American Library Association. Available from CSD-YASD Headquarters.
Selected annotated bibliographies and references to material for children and young adults.

M,P, AE BIBLIOGRAPHY ON MATERIALS FOR ADULT BASIC EDUCATION. Albuquerque, Southwestern Cooperative Educational Laboratory, 1969, 95pp.
Very complete annotations of books and media to be used in all phases of adult education and teaching English as a second language.

P,H BIBLIOGRAPHY ON THE PROBLEMS OF THE SOUTHWESTERN MINORITY GROUPS. Denver, Colorado Migrant Council Press.
For teachers of adult students from different cultural backgrounds.

H BOOKS FOR THE TEEN-AGE. New York, N. Y., New York Public Library, Library Sales Shop, 1970, 45pp.
Lists books on subjects of special interest and appeal to teen-agers. Has sections on "The Americas" and "Indians."

P BOOKS OF THE SOUTHWEST. Tucson, University of Arizona Library. Compiled monthly by University of Arizona Library and University of California.
A critical, annotated checklist of current southwestern Americans.

P Braverman, Miriam. "In Touch: Connecting the Library's Resources to the Ghetto." WILSON LIBRARY BULLETIN, May 1969, pp. 854-57.

E,J,H Combined Paperback Exhibit. RED, WHITE AND BLACK AND BROWN AND YELLOW: MINORITIES IN AMERICA. Scarborough Park, Albany Post Road, Briarcliff Manor, N. Y., 1970, 32pp.
Comprehensive lists of bibliographies on all minority cultures specifically and generally.

E,J,H Committee on Civil and Human Rights. A BIBLIOGRAPHY OF MULTI-ETHNIC TEXTBOOKS AND SUPPLEMENTARY MATERIALS. Washington, D. C., National Education Association, 1967.

P Copenhaver, Christina, and Boelke, Joanne. LIBRARY SERVICE TO THE DISADVANTAGED: A BIBLIOGRAPHY. Washington, D. C., ERIC/CLIS, Dec. 1968, 18pp. (ED 026 103).
Selective bibliography; covers library services and materials for the culturally, educationally, or economically deprived.

H Dobie, J. Frank. GUIDE TO LIFE AND LITERATURE OF THE SOUTHWEST. Dallas, Southern Methodist University, 1952.
Bibliography of books dealing with southwestern folklore.

P Heathman, James E. MIGRANT EDUCATION, A SELECTED BIBLIOGRAPHY. Las Cruces, ERIC/CRESS, 1969, 70pp. (ED 028 011).
Selected documents relevant to migrant education, Contains 107 citations.

P INTERRACIAL BOOKS FOR CHILDREN. New York, N. Y., Council on Interracial Books for Children, Inc.
A periodical useful for book selection.

E,J,H Keating, Charlotte Mathews. BUILDING BRIDGES OF UNDERSTANDING. Tucson, Palo Verde Publishing Co., 1967, 155pp. (ED 023 521).

P,M Kone, Grace Ann. 8-MM FILM DIRECTORY 1969-70. New York, N. Y., Educational Film Library Association.
Cites films on Indians and some that apply to Mexican cultural backgrounds.

P,M McMurry, Glen. INDEX TO 16-MM EDUCATIONAL FILMS. New York, McGraw-Hill, 1967.
Lists films at National Information Center for Educational Media (NICEM) established by McGraw-Hill and the University of Southern California. Includes 63 titles on American Indians and 77 titles on Mexico.

P Malkoc, Anna Maria. "Bilingual Education: A Special Report from CAL/ERIC." ELEMENTARY ENGLISH, May 1970, pp. 713-25.
Full annotations on material for Spanish, French, Chinese, and American Indian groups.

P,M "Multi-Ethnic Media: Selected Bibliographies." SCHOOL LIBRARIES, Summer 1970, pp. 44-7.
Good annotations on books and materials for American Indians, Mexican Americans, Jewish people, and Negroes.

J,H,E National Information Center for Educational Media. INDEX TO 35-MM EDUCATIONAL FILMSTRIPS. New York, McGraw-Hill, 1968.
Contains many titles of Indians of North America and titles of Mexico in general.

P Potts, Alfred. KNOWING AND EDUCATING THE DISADVANTAGED. Alamosa, Adams State College, 1965, 462pp. (ED 012 189).
An annotated bibliography of material related to the education of migrants and the economically disadvantaged. Includes Negroes, Indians, and Mexican Americans.

E,J,H Spache, George D. GOOD READING FOR POOR READERS. Champaign, Garrard, 1966, 206pp.
Lists trade books, textbooks, magazines, and newspapers that will appeal to poor readers.

P _____. GOOD READING FOR POOR READERS (revised edition). Champaign, Garrard, 1970, 300pp.
Updated. Contains several hundred new entries. Includes bibliographical listings useful in encouraging reading growth, criteria for book selection for the individual child, readability tests and annotated lists of good instructional materials.

J,H Strong, Ruth. GATEWAYS TO READABLE BOOKS. Bronx, N. Y., H. W. Wilson, 1966, 245pp.
Annotated list of books to be used with students with reading difficulty; arranged by subject area. Reading level given. Has sections on reading texts and workbooks; simplified or adapted editions of magazines and dictionaries.

E,J, H,M WE READ. Washington, D. C., Office of Economic Opportunity (Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.), 1966, 49pp.
Annotated list of books and records useful for deprived children.

P Winchell, Constance. GUIDE TO REFERENCE BOOKS. Chicago, American Library Association, 1967.
List of reference books basic to research.

Chapter VIII

OTHER LIBRARY MATERIALS

The following bibliography is limited to library materials that (1) were used by the librarians while at the institute or (2) were recommended by librarians who had used the materials in their own libraries. This is by no means a comprehensive bibliography; rather, it is a selected list of books used by librarians who serve Indians and Mexican Americans.

The bibliography is divided into three parts: (1) Mexican Americans, (2) Indians, and (3) Miscellaneous Materials on Mexican Americans and/or Indians.

Mexican Americans*

E,J,H Acuna, Rudolph. STORY OF THE MEXICAN AMERICAN. New York, American Book Co., 1970.
A brief historical and contemporary survey of the Mexican American.

H,P, Alba, Victor. THE MEXICANS. THE MAKING OF A NATION. New York, Praeger Publishers, 1967.

E Alexander, Frances. MOTHER GOOSE ON THE RIO GRANDE. RIMAS SIN TAN, NI SON. Skokie, Banks Upshaw & Co., 1960.
Mexican folklore collected, translated, and arranged.

H,P Allen, Steve. THE GROUND IS OUR TABLE. Garden City, Doubleday, 1966.
Combines tact and personal experience in describing conditions of farmworkers and suggests alternatives to the present exploitativeness of agribusiness.

E Altamirano, Ignacio Manuel. EL ZARCO: EPISODIOS DE LA VIDA MEXICANA EN 1861-1863. New York, W. W. Norton & Co., 1933.
Episodes of Mexican life from 1861-1863.

E Andersen, Hans Christian. CUENTOS FANTASTICOS Y DE ANIMALES. Editorial Ramon Sopena, S. A., 1966.
Naduccion del danes por Salvador Bordoz Luque y J. A. Fernandez Romero.

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*In addition to the books listed herein, one hundred easy children's books in Spanish were available for examination by institute participants--thanks to the Latin American Productions Company.

J,H Baker, Nina Brown. JUAREZ, HERO OF MEXICO. New York, Vanguard, 1942, 316pp.
From Indian shepherd boy to president is the story of Benito Juarez, the liberator of Mexico who set his country on the path of democracy. Very well written.

E Bannon, Laura. WATCHDOG. Chicago, Albert Whitman & Co., 1948.
The story of Alberto and how he obtained a watchdog for his family during the fiesta when all Mexico celebrated its day of freedom. Good description of Diez y Seis.

E,J Barlow, Genevieve. LATIN AMERICAN TALES. Chicago, Rand McNally.
Folklore from 14 countries of Latin America.

H,AE Barrio, Raymond. THE PLUM PLUM PICKERS. Sunneyville, Ventura Press, 1969.
Novel about farm workers in California.

H Bell, Thomas W. MIER EXPEDITION NARRATIVE. Waco, Texian Press, 1964.
Account of the Mier Expedition written by one of the survivors.

E Belpre, Pura. PEREZ Y MARTINA, UN CUENTO FOLKLORICO PUERTORRIQUENO. New York, Frederick Warne & Co., 1960.
Illustrados por Carlos Sanchez M.

E,J,H Bishop, Curtis. LITTLE LEAGUE DOUBLE PLAY. New York, Lippincott, 1962.
Ronnie managed not only to play but, with his newfound Mexican friend Julian, developed a double-play combination that made history--until his aunt discovered what he had been doing with his afternoons.

H Bradford, Richard. RED SKY AT MORNING. New York, Lippincott, 1968.
A southern belle and her son relive the good old days of the South--in New Mexico. Among the son's friends are an ex-Pachuco and the Mexican cook's daughter.

E Branley, Franklyn M. COMO ES LA LUNA? New York, Crowell, 1968.
Tells what the moon is like. (In Spanish.)

E Brenner, Anita. THE BOY WHO COULD DO ANYTHING AND OTHER MEXICAN FOLK TALES. New York, William R. Scott, Inc., 1942, 126pp.
Stories gathered from Indian story tellers in Mexican villages. Some tell about their gods and especially Tepozton, the boy who could do anything. Others are very funny.

E,J, H,AE — Brook, Virginia. PINATAS. Nashville, Abingdon, 1964.
A brief history of the pinata. Also has instructions on how to make pinatas.

P — Brussell, Charles. DISADVANTAGED MEXICAN AMERICAN CHILDREN AND EARLY EDUCATIONAL EXPERIENCE. Austin, Southwest Educational Development Corp., 1968.

E,J — Butts, David P. THE STORY OF CHOCOLATE. Austin, Steck-Vaughn Co., 1967, 48pp.
Should give Mexican Americans and Indians a pride in the part that their forebears played in discovery of one of our favorite foods. Easy to read; well-illustrated.

P — Carter, Thomas P. MEXICAN AMERICANS IN SCHOOL. A HISTORY OF EDUCATIONAL NEGLECT. Princeton, College Entrance Examination Board, 1970.

E — Coatsworth, Elizabeth. THE NOBLE DOLL. New York, Viking, 1961.
A touching story of a noble doll that brought a blessing at Christmas. Presents a realistic picture of life in a Mexican village and Mexican Christmas customs. Beautiful illustrations.

E,J — _____. THE PLACE. New York, Holt, Rinehart & Winston, 1965, 72pp.
Set in Yucatan at an archaeological excavation--the story of the girls of Ellen from the U. S. and of Natividad from Mexico. Interesting but has an unrealistic ending.

E,J,H — Cooper, Lee P. FUN WITH SPANISH. Boston, Little, Brown & Co., 1960, 118pp.
Pronunciation is Mexican rather than Castilian in this elementary text which makes use of pictures, stories, games, and phrases to introduce over 500 Spanish words. Useful to Spanish-speaking students learning to read Spanish.

J — Cradle, Ellis. MEXICO, LAND OF HIDDEN TREASURE. Camden, Thomas Nelson, 1967.
Prepares the way for understanding the cultures of Mexico, Spanish and Indian.

E,J — Crosby, Alexander L. THE RIO GRANDE: LIFE FOR THE DESERT. Champaign, Garrard, 1966, 96pp.
Gives history and geography of Rio Grande River. Tells of the many contributions of Indians and Mexicans to the Southwest.

H — Dawson, Joseph Martin. JOSE-ANTONIO NAVARRO. Waco, Baylor University Press, 1969.
An excellent biography of one of the cofounders of Texas.

H Day, James. BLACK BEANS & GOOSE QUILLS. Waco, Texian Press, 1970.
Story of the Mier Expedition.

H DeTrevino, Elizabeth. MY HEART LIVES SOUTH: THE STORY OF MY MEXICAN MARRIAGE. New York, Crowell, 1953.
Story of an American woman who marries a Mexican and lives in Mexico.

J,H Dufour, Charles. THE MEXICAN WAR. New York, Hawthorn, 1968.
The Mexican War has been re-created by use of diaries, military reports, letters, and other documents.

H Dunne, John G. DELANO. New York, Farrar, Straus & Giroux, 1969.
A report on the anatomy of the grape strike in Delano, California.

E,J,H Du Soe, Robert C. SEA BOOTS. New York, David McKay Co., 1949, 186pp.
Pedro, a Mexican American boy who is a stowaway on a tuna fishing boat fulfills his desire to become a deep sea fisherman like his father. Always exciting; humorous at times.

E Ets, Marie Hall. BAD BOY, GOOD BOY. New York, Crowell, 1967.
A story about 5-year-old Roberto, from a poor Spanish-speaking family in California, who gets into trouble because he is neglected and bewildered in a strange world.

E _____. NINE DAYS TO CHRISTMAS. New York, Viking, 1959.
Mexico City at fiesta time is shown in colorful detail as Ceci enjoys her first Christmas Posada, a special party given each night for 9 days.

E Farquhar, Margaret C. INDIANS OF MEXICO: A BOOK TO BEGIN ON. New York, Holt, Rinehart & Winston, 1967.
Describes the Aztecs, their early life and culture, and contributions to present-day society. Briefly describes Cortez' conquest of Mexico.

H,P,AE Faulk, Odie B. LAND OF MANY FRONTIERS: A HISTORY OF THE AMERICAN SOUTHWEST. New York, Oxford University Press, 1968.
A history of the Southwest.

H,AE Fernandez, Justino. MEXICAN ART. Ontario, Hamlyn, 1965.
A brief art history of Mexico from ancient days to date with 59 plates in color. Photographs by Constantino Reyes-Valerio.

E,J Ferran, Jaime. ANGEL EN ESPANA. Madrid, Doncel, 1960.
Adventures of Angel in Spain.

E,J,H Fiedler, Jean. CALL ME JUANITA. New York, David McKay Co., 1968, 152pp.
Joanna deeply resents having to move to Mexico with her parents and give up her school and friends. The story centers around this and her growing friendship with several Mexican families.

E,J Finger, Charles. TALES FROM SILVER LANDS. Garden City, Doubleday, 1924.
Indian tales from South America.

H Fischgrund, Eugenio. DANZAS REGIONALES DE MEXICO. Isabel la Catolica 30, Editorial Mexico, S. A., Mexico 1, D. F.
Booklets by Fischgrund give a historical background of the subject covered; available in Spanish or English. Full color illustrations.

H _____. MEXICAN NATIVE ARTS AND CRAFTS, Ibid.

H _____. MEXICAN NATIVE COSTUMES, Ibid.

E Flora, James. THE FABULOUS FIREWORK FAMILY. New York, Harcourt, Brace & World, 1955.
A very funny book about a maestro of fireworks, his family, and the castle they built to celebrate the birthday of their village patron saint.

H,P Galarza, Ernesto. MERCHANTS OF LABOR. Santa Barbara, McNally & Loftin, 1964.
An account of the managed migration of Mexican farm workers in California.

H,AE Galarza, Ernesto; Gallegos, Herman; and Samora, Julia. DWELLERS OF THE SUNSHINE SLUMS: MEXICAN-AMERICANS IN THE SOUTHWEST. Santa Barbara, McNally & Loftin, 1969.
An overview of the life and culture of Mexican Americans in the Southwest.

H,P Gonsalez, Nancie L. SPANISH AMERICANS OF NEW MEXICO: A HERITAGE OF PRIDE. Albuquerque, University of New Mexico, 1969.
An account of one of New Mexico's cultural groups from 1598 to the present.

AE Goodrich, Frederick W. MATERNIDAD SIN DOLOR, GUIA COMPLETA DE LA FUTURA MADRE. Daimon, 1966.
Translation of the book entitled NATURAL CHILDBIRTH from English into Spanish. Traduccion del ingles de Maria Teresa Luaces de Fontanilla.

H Griffith, Beatrice W. AMERICAN ME. Boston, Houghton Mifflin, 1948.
Presents the case of the Mexican in California, in the form of narrative chapters combining fact with fiction.

J,H Haller, Adolf. HE SERVED TWO MASTERS. New York, Pantheon, 1962.
A fictional story of Cortez, Montezuma, and the Conquest of Mexico as seen through the eyes of little Ortega.

H,AE,P Haring, Clarence H. THE SPANISH EMPIRE IN AMERICA. New York, Harcourt, Brace & World, 1967.
Historical survey of the Spanish Empire in the New World.

H,P Heller, Celia S. MEXICAN AMERICAN YOUTH: FORGOTTEN YOUTH AT THE CROSSROADS. New York, Random House, 1966.
A factual book giving many statistics showing the needs of the Mexican American youth. Perpetuates many stereotypes.

H Hernandez, Jose. MARTIN FIERRO. Editorial Ramon Sopena, S. A., 1967.

H,AE Hernandez, Luis F. A FORGOTTEN AMERICAN: A RESOURCE UNIT FOR TEACHERS ON THE MEXICAN AMERICAN. New York, Anti-Defamation League of B'nai B'rith, 1969.
Overview of the cultural heritage of Mexican Americans.

J,H Hobart, Lois. BEHIND THE WALLS. New York, Funk & Wagnalls, 1961.
A light story about a young teacher who spends the summer in Mexico learning the customs and meeting the people.

E Hoff, Syd. ROBERTO AND THE BULL. New York, McGraw-Hill, 1969.
A very funny story about Roberto from sunny Spain, who becomes a matador for one day, and the outcome his meeting with a bull.

H Horgan, Paul. GREAT RIVER: THE RIO GRANDE IN NORTH AMERICAN HISTORY, 2 vols. New York, Holt, Rinehart & Winston, 1968.
Traces the history of the Rio Grande Valley.

H,AE,P _____. THE HEROIC TRAID. New York, Holt, Rinehart & Winston, 1970.
A study of the 3 cultures which make up the Southwest: Mexican, Anglo, and Indian.

H,A,P Hudson, Wilson M. (Ed.). THE HEALER OF LOS OLMOS AND OTHER MEXICAN LORE. Dallas, Southern Methodist University, 1951.
Tells of Don Pedro Jaramillo, La Llorona, and other folklore in Texas.

E Kirn, Ann. TWO PESOS FOR CATALINA. Chicago, Rand McNally, 1961.

Catalina found a bracelet a tourist had lost and received two pesos in return. The rest of the story revolves around "how to spend the pesos." Has a satisfactory ending.

E,J Krumgold, Joseph. AND NOW MIGUEL. New York, Crowell, 1953.

Story of Spanish American boy from northern New Mexico who longed to become a shepherd like his grandfather.

H Lamb, Ruth S. (Ed.). MEXICAN AMERICANS: SONS OF THE SOUTHWEST. Claremont, Calif., Ocelot Press, 1970.

Cultural history of the Mexican American with special emphasis on the Treaty of Guadalupe Hidalgo.

J,H Lampman, Evelyn Sibley. TEMPLE OF THE SUN. Garden City, Doubleday, 1964.

A novel about Cortez' conquest of Mexico.

J,H _____. THE TILTED SOMBRERO. Garden City, Doubleday, 1969, 264pp.

Upon the death of his Creole father, 13-year-old Nando goes to Mexico City and is caught up in events which herald the beginning of the Mexican Revolution. One of the leaders is Father Hidalgo, a hero to the young boy.

E Latham, Jean Lee. EL PATITO FEO, RIZITOS DE ORO Y LOS TRES OSOS, LA GALLINA ROJA. Indianapolis, Bobbs-Merrill, 1962.

The story of the Ugly Duckling, Goldilocks and the Three Bears, and the Little Red Hen. Translated from English by Elsie Koesy de Garcia Carratela.

H,P,AE Lendenen, Clarence. BLOOD ON THE BORDER. London, Macmillan, 1969.

Story of the Mexican irregulars and U. S. Army and their military encounters on the border.

P Lewis, Oscar. THE CHILDREN OF SANCHEZ. AUTOBIOGRAPHY OF A MEXICAN FAMILY. New York, Random House, 1961.

Anthropological study of a Mexican family in the culture of today.

P _____. FIVE FAMILIES. MEXICAN CASE STUDIES IN THE CULTURE OF POVERTY. New York, Basic Books, 1959.

This sociological study is an account of the daily life in the history of five families. It is graphic, personal, humane, and often intimate.

P Lewis, Oscar. PEDRO MARTINEZ. A MEXICAN PEASANT AND HIS FAMILY. New York, Random House, 1964.
A tape-recorded autobiographical story of an Aztec peasant and his family.

E,J McNeer, May. THE MEXICAN STORY. Ariel Books, 1953, 96pp.
A skillfully condensed history from Mayan days to the present. Discusses not only the famous conquistadors, reformers, and revolutionists, but also the obscure and unhonored Mexicans.

J,H, P,AE McWilliams, Carey. NORTH FROM MEXICO: THE SPANISH-SPEAKING PEOPLE OF THE UNITED STATES. New York, Greenwood, 1968.
Tells the heritage of people who came from Spain and Mexico.

H,P Madsen, William. THE MEXICAN AMERICAN OF SOUTH TEXAS. New York, Holt, Rinehart & Winston, 1964.
A sociological study of Mexican American families in 5 towns in Hidalgo County, Texas.

H Mancisidor, Jose. HISTORIA DE LA REVOLUCION MEXICANA. Mexico City, B. Costa-Amic, 1969.
History of the Mexican Revolution from the Mexican point of view.

H,P Manuel, Herschel T. SPANISH SPEAKING CHILDREN OF THE SOUTH-WEST...THEIR EDUCATION AND PUBLIC WELFARE. Austin, University of Texas Press, 1965.
Assesses the position of the Mexican American in the 5 southwestern states. The general goal, he states, should be for a united community.

E Martin, Patricia Miles. FRIEND OF MIGUEL. Chicago, Rand McNally, 1967.
A simple story about Miguel and his love for Santiago, the old vegetable vendor's horse. When the vendor retires to Mexico City, he leaves Santiago in Miguel's keeping.

H Mason, Herbert Molloy. THE GREAT PURSUIT. New York, Random House, 1970.
The story of General John J. Pershing's expedition into Mexico in search of Pancho Villa.

H,P Matthiesen, Peter. SAL SI PUEDES. CESAR CHAVEZ AND THE NEW AMERICAN REVOLUTION. New York, Random House, 1969.
A study of Chavez and his philosophy in action.

E,J Morales, Rafael. DORDO, EL CABALLO DEL BOSQUE. Madrid, Doncel, 1961.
Written in Spanish about a boy and his horse.

J,H Morales, Rafael. LEYENDAS DE LOS ESTADOS UNIDOS Y CANADA. Madrid, Aguilar, 1961.
Familiar folktales of the United States and Canada.

J,H _____. LEYENDAS MEXICANAS. Madrid, Aguilar, 1958.
Familiar Mexican folktales.

H Morin, Raul. AMONG THE VALIANT. Los Angeles, Border Publishing Co., 1963.
Mexican American veterans of World War II and the Korean War are eulogized by a person of the same ethnic background. Heroic accounts are given for 17 Congressional Medal of Honor men.

H,P Nabokov, P. TIJERINA AND THE COURTHOUSE RAID. Albuquerque, University of New Mexico, 1969.
Tijerina and a small band of followers staged a raid on the county courthouse in Tierra Amarilla. The aim was to make a citizen's arrest of the district attorney. The State of New Mexico called out the National Guard. This is an account of that incident and its aftermath.

H,AE,P Nava, Julian. MEXICAN AMERICANS: A BRIEF LOOK AT THEIR HISTORY. New York, Anti-Defamation League of B'nai B'rith.
A teacher's resource book outlining the history of the Mexican American.

J,H, P,AE _____. MEXICAN AMERICANS, PAST, PRESENT, AND FUTURE. New York, American Book Co., 1969.
A brief text presenting historical and contemporary surveys of the Mexican American.

E,J,H Nevins, Albert J. AWAY TO MEXICO. Dodd, Mead & Co., 1966, 96pp.
Illustrated with many photographs, this is an excellent concise book about Mexico. It gives not only a brief history and geographical information but background of the different socioeconomic levels of people found in Mexico today as well as their characteristics.

J,H Niggli, Josefina. A MIRACLE FOR MEXICO. Greenwich, New York Graphic Society, 1964.
A historical novel that re-creates a dramatic chapter in Mexican history, weaving an adventure story around the Virgin of Guadalupe.

J,H O'Dell, Scott. THE BLACK PEARL. Boston, Houghton Mifflin, 1967, 149pp.
A story that takes place in Baja, California, about pearl diving and Manta Diablo, a giant manta ray. It tells of the coming of age of Ramon Salazar. Beautifully written.

E Ormsby, Virginia H. WHAT'S WRONG WITH JULIO? Philadelphia, J. B. Lippincott, 1965.
A story about a little boy who could not speak because his parents were far away and how his classmates helped him.

H Paredas, Americo. WITH HIS PISTOL IN HIS HAND: A BORDER BALLAD AND ITS HERO. Austin, University of Texas Press, 1958.
Describes corrido forms along the border and concentrates on el corrido de Gregorio Cortez.

H Peterson, Roger Tory et al. LAS AVES. New York, Time Inc., 1964.
A Spanish translation of THE BIRDS from the Life Nature Library Series.

E Prieto, Mariana. JOHNNY LOST. New York, John Day Co., 1969, 48pp.
A story told both in English and Spanish (on the same page) about a little Cuban boy. He went to watch the Thanksgiving Parade in New York, became lost, and was rescued by a policewoman.

E _____. A KITE FOR CARLOS. New York, John Day Co., 1966, 48pp.
About Spanish emigrants, especially Carlos who wishes to have the most beautiful kite for his 9th birthday. Bilingual, Spanish, and English. Phonetic pronunciation for special phrases.

E _____. THE WISE ROOSTER: EL GALLO SABIO. New York, John Day Co., 1962.
An old-world Christmas legend retold in English and Spanish, side by side. Pronunciation guide.

H,AE,P Ramos, Samuel. PROFILE OF MAN AND CULTURE IN MEXICO. Austin, University of Texas Press, 1967.
Excellent anthropological study of Mexican culture.

E Rey, H. A. JORGE EL CURIOSO. Boston, Houghton Mifflin, 1961.
A translation of Curious George, a story about a monkey. Translated into Spanish by Pedro Villa Fernandez.

E Rider, Alex. WE SAY HAPPY BIRTHDAY/DECIMOS FELIZ CUMPLEANOS. New York, Funk & Wagnalls, 1967, 45pp.
A dual language book with English and Spanish on opposing pages. Text and pictures on each page describe a little girl's birthday and events of the day.

H,P,AE Rivera, Feliciano. A MEXICAN AMERICAN SOURCE BOOK WITH STUDY GUIDELINE. Menlo Park, Educational Consulting Associates, 1970, 196pp.

H,AE,P Robinson, Cecil. WITH THE EARS OF STRANGERS: THE MEXICAN IN AMERICAN LITERATURE. Tucson, University of Arizona Press, 1963, 338pp.
A survey of the Mexican character and stereotype as treated by Anglo American writers.

H,AE,P Rubel, Arthur J. ACROSS THE TRACKS: MEXICAN-AMERICANS IN A TEXAS CITY. Austin, University of Texas Press, 1966.
Anthropological study of Mexican Americans in a Hidalgo County city.

P Samora, Julian. LA RAZA. Notre Dame, University of Notre Dame, 1966.
A general assessment of the current status of the Spanish-speaking people of the Southwest and implications for their future growth and development.

H Sanchez, General Miguel A. THE SIEGE AND TAKING OF THE ALAMO. Blue Feather Press, 1968.
The story of the Alamo presented from a Mexican viewpoint. Translated by Consuelo Velasco.

J Sanchez-Silva, Jose Maria. MARCELINO PAN Y VINO. Ediciones Dancel, 1952.
A collection of short stories written in Spanish.

J,H Schiller, F. GUILLERMO TELL. Madrid, Aguilar, 1963.
A play; Spanish edition of the story of the Swiss hero, William Tell. Adaptacion de texto original por Maria Luisa de Arminan.

E Schloat, Warren. CONCHITA Y JUAN. New York, Knopf, 1964.

E,J Schweitzer, Byrd Baylor. AMIGO. New York, Macmillan, 1963, 41pp.
Narrative poem about Francisco who wanted a dog but decided to settle for a prairie dog which he would tame. Amigo was a prairie dog who wanted to tame a boy. The poem tells of their budding friendship. Beautifully illustrated by Garth Williams.

H,AE Servin, Manuel P. THE MEXICAN AMERICAN: AN AWAKENING MINORITY. Beverly Hills, Glencoe Press, 1970.
Collection of readings describing the emergence of the Mexican American in our society.

E Shura, Mary Francis. PORNADA. New York, Atheneum, 1968, 70pp.
Francisco, from Juarez, helps a man recover his escaped pigs and receives one in return. Pornada turns out to be an artist like his master. A delightful story about the place of dreams and beauty in everyone's life.

P Spache, George D. GOOD READING FOR THE DISADVANTAGED READER. Champaign, Garrard, 1970, 201pp.
One purpose of this book is to list materials useful to different ethnic groups for building a good self-concept. A section on adult education is included.

J,H Summers, James. YOU CAN'T MAKE IT BY BUS. Philadelphia, Westminster, 1969.
A high school senior is put under pressure to join the Brown Berets.

E,J Syme, Ronald. BOLIVAR: THE LIBERATOR. New York, Morrow, 1968, 190pp.
Simply told, this is the story of Bolivar's lifelong crusade to free South America from Spain. It brings out his faults as well as the heroic things he did.

E,J Talbot, Charlene J. TOMAS TAKES CHARGE. New York, Lothrop, Lee, & Shepard, 1966.
Afraid of being separated by the welfare agency, two deserted children, Tomas and Fernanda, spend a summer hiding out in an old empty apartment house waiting for papa to come home.

E,J Tarshis, Elizabeth Kent. THE VILLAGE THAT LEARNED TO READ. Boston, Houghton Mifflin, 1941, 157pp.
The story tells about Mexico's drive for literacy and what happens to Pedro when he decides he is not going to learn to read. When he goes to Mexico City to become a bull fighter, however, he decides reading is necessary.

J,H, AE Tebel, John, and Ruiz, Ramon. SOUTH BY SOUTHWEST, THE MEXICAN AMERICAN AND HIS HERITAGE. Zenith Books, 1969.
Simplified history of Mexican Americans with emphasis on Mexico.

H,P Toor, Frances. A TREASURY OF MEXICAN FOLKWAYS. New York, Crown, 1952.
A collection of various Mexican folklore--stories, songs, dances, etc. In many cases gives the history of the particular subject discussed. Highly recommended.

H,P Vasquez, Richard. CHICANO. New York, Doubleday, 1970.
Long and poignant novel of the Sandoval family brings to the reader some understanding of the heritage and soul for which today's Chicano is searching.

J,H Verdaguer, Jacinto. LA ATLANTIDA. Madrid, Aguilar, 1962.
Written in Spanish; a narrative about Atlantis.

J,H Young, Bob, and Young, Jan. ACROSS THE TRACKS. New York, Julian Messner, 1958.
A novel in which the authors dramatize a current issue. Betty Ochoa finds a new understanding of her individual role in society and a new pride in her Mexican heritage.

E,J,H Yurchenco, Henrietta. A FIESTA OF FOLK SONGS FROM SPAIN AND LATIN AMERICA. New York, G. P. Putnam's Sons, 1967, 88pp.
Each song has origin of country, introduction, pronunciation guide, translation, and simple melody. Good for any age.

Indians

E Adrian, Mary. THE INDIAN HORSE MYSTERY. New York, Hastings House, 1966.
Mystery story with interesting information about life on a Western ranch and an Indian reservation.

H Bailey, Paul D. THE CLAWS OF THE HAWK. Los Angeles, Westernlore, 1966.
Story of a Ute war chief told through the eyes of an Indian.

E Baker, Betty. LITTLE RUNNER OF THE LONGHOUSE. New York, Harper & Row, 1962.
An Iroquois Indian boy wants to take part in the False Face Celebration just as his elders do.

E Bleeker, Sonia. THE APACHE INDIANS, RAIDERS OF THE SOUTHWEST. New York, Morrow, 1951.
The history and culture of the Apache Indians.

E _____. THE NAVAJO: HERDERS, WEAVERS, AND SILVERSMITHS. New York, Morrow, 1958.
The Navajo life on the reservation and their continued practice of their ceremonies and customs.

H Borland, Hal. WHEN THE LEGENDS DIE. Philadelphia, J. B. Lippincott, 1963.
Thomas Black Bull, a Ute Indian, is betrayed by his own people and then the whites. A tragic story of the forced change of cultures.

E,J Butts, David P. THE STORY OF CHOCOLATE. Austin, Steck-Vaughn Co., 1967, 48pp.
Should give Mexican Americans and Indians a pride in the part that their forebears played in discovery of one of our favorite foods. Easy to read; well-illustrated.

E Christensen, Gardell Dano. BUFFALO KILL. New York, Nelson, 1959.
Blackfoot Indian boy in an account of buffalo hunting before the arrival of the white man in America.

E Clark, Ann Nolan. IN MY MOTHER'S HOUSE. New York, Viking, 1941.
In rhythmic prose, the Pueblo child describes his home, the people of his tribe, their customs, and strong communal spirit.

E _____. THE DESERT PEOPLE. New York, Viking, 1962.
Describes the Papago tribe and their customs.

E _____. LITTLE NAVAJO BLUEBIRD. New York, Viking, 1963.
Little Bluebird lives with her Navajo family in a hogan. She helps with the sheep and goats while her mother weaves and her father makes silver jewelry.

E,J Crosby, Alexander L. THE RIO GRANDE: LIFE FOR THE DESERT. Champaign, Garrard, 1966, 96pp.
Gives history and geography of Rio Grande River. Tells of the many contributions of Indians and Mexicans to the Southwest.

P Cushman, Dan. STAY AWAY, JOE. New York, Bantam, 1968.
Story of an Indian who gradually takes away all of his family's wealth.

E DAN AND HIS PETS. Books 1-5. Shiprock, New Mexico, Independent School District No. 22, 1969.
A series of books utilizing the social setting of the Navaho child to provide meaningful reading material.

P Deloria, Vine. CUSTER DIED FOR YOUR SINS: AN INDIAN MANIFESTO. New York, Macmillan, 1969.
The former director of the National Congress of American Indians writes about the red man's situation in America.

E,J Dorian, Edith. HOKAHEY! AMERICAN INDIANS THEN AND NOW. New York, McGraw-Hill, 1957.
Groups tribes by geographic regions. Presents origin, culture, and development to present time.

E,J Edmonds, Walter D. TWO LOGS CROSSING. New York, Dodd, Mead, & Co., 1943.
Setting in New York State in 1830. About a young boy who goes fur trapping with an Indian to help pay his father's debts and support his family.

E Falk, Elsa. THE BORROWED CANOE. Ward Ritchie Press, 1969.
A story of the Hoopa Indians of Northern California.

E Farquhar, Margaret C. INDIANS OF MEXICO: A BOOK TO BEGIN ON. New York, Holt, Rinehart & Winston, 1967.
Describes the Aztecs, their early life and culture, and contributions to present-day society. Briefly describes Cortez' conquest of Mexico.

J Gridley, Marion E. INDIANS OF TODAY, 3rd ed. Sponsored by the Indian Council Fire. Association of American Indian Affairs, 1960.
Biographies of Indians who are models of success and serve as inspirations and incentives to all types of Indians.

H Hamnum, Alberta. PAINT THE WIND. New York, Viking, 1958.
Story of Beatien Yazz, a Navajo artist.

H _____. SPIN A SILVER DOLLAR. New York, Viking, 1961.
Story of a desert trading post. Illustrations are reproductions of the work of Beatien Yazz, a Navajo artist.

E Hofsinde, Robert. INDIAN SIGN LANGUAGE. New York, Morrow, 1956.
How to form gestures for more than 500 words in sign language, the universal language of the American Indian tribes. Alphabetical index.

H Horgan, Paul. GREAT RIVER: THE RIO GRANDE IN NORTH AMERICAN HISTORY, 2 vols. New York, Holt, Rinehart & Winston, 1968.
Traces the history of the Rio Grande Valley.

H,AE,P _____. THE HEROIC TRIAD. New York, Holt, Rinehart & Winston, 1970.
A study of the 3 cultures which make up the Southwest: Mexican, Anglo, and Indian.

P Huffaker, Clair. NOBODY LOVES A DRUNKEN INDIAN. New York, Paperback Library, 1970.
Tells how the Indian people live on reservations today. Movie is entitled "Nobody Loves Flapping Eagle."

H Jayne, Mitchell F. OLD FISH HAWK. Philadelphia, J. B. Lippincott, 1970.
Story of an old, lonely Osage Indian living in a white man's world and left behind by his own civilization.

H Johnson, Dorothy. A MAN CALLED HORSE AND OTHER STORIES. New York, Ballantine, 1970.
Collection of Indian stories.

E,J, H,P, AE — Joseph, Alvin M. (Ed.). THE AMERICAN HERITAGE BOOK OF INDIANS. New York, American Heritage, 1961.
Sums up the panorama of the American Indian. Many colorful illustrations.

H — Keith, Harold. KOMANTCIA. New York, Crowell, 1965.
Novel of 2 brothers of an aristocratic Spanish family who are captured in a Comanche raid. The older is gradually absorbed into the tribe.

E,J — La Farge, Oliver. A PICTORIAL HISTORY OF THE AMERICAN INDIAN. New York, Crown, 1956.
A very good picture of the Indians of North America. Well illustrated.

E,J — Lenski, Lois. INDIAN CAPTIVE: A STORY OF MARY JEMISON. New York, Frederick A. Stokes Co., 1941.
An account of a white girl captured by the Seneca Indians of New York State and authentic details of her life with the tribe in the Genesee River Valley from 1758 to 1760.

H,P — Levine, Stuart, and Levine, Nancy. THE AMERICAN INDIAN TODAY. Deland, Florida, Everett Edwards Press, 1965.
Indian history and Indian relationships with our Government and its colonial predecessors.

H,P — Lowie, Robert H. INDIANS OF THE PLAINS. Garden City, Natural History Press, 1954.
Social life and customs of the plains tribes.

E,J — Martin, Fran. NINE TALES OF THE COYOTE. New York, Harper & Row, 1950.
Folklore of the Nez Perce Indians who inhabit the Northwest.

H — Means, Florence. OUR CUP IS BROKEN. Boston, Houghton Mifflin, 1969.
Sarah, 20 years old, returns to the Hopi village she had left as an orphan. Nurtured by modern America and the ancient, she is a victim of both.

H,P — Momaday, Scott N. HOUSE MADE OF DAWN. New York, New American Library, 1967.
A young American Indian, recent veteran of a foreign war, comes home to face a cultural conflict within himself.

H,P — Morgan, Lewis Henry. INDIAN JOURNALS, 1859-1862. Ann Arbor, University of Michigan, 1959.
Journals kept by Morgan as he traveled in Kansas and Nebraska territories. Was trying to find out how various tribes designated relatives.

E,J Mulcahy, Lucille. FIRE ON BIG LONESOME. Elk Grove Press, Inc., 1967, 97pp.
Fourteen-year-old Phillip, from the Indian village of Zuni in New Mexico, goes with other Zuni men to fight a forest fire in California. Well-illustrated with photographs and drawings.

J,H O'Dell, Scott. ISLAND OF THE BLUE DOLPHINS. Boston, Houghton Mifflin, 1960.
A story about an Indian girl who lived for 18 years by herself on an island off the coast of California.

E OUR BOOK. T-O'HANA - NUESTRO LIBRO. By first- and second-grade pupils at San Xavier Mission School, 1969.
Order from San Xavier del Bac, Route 11, Box 644, Tucson, Arizona 85706.

P,H Peithmann, Irvin. BROKEN PEACE PIPES. Springfield, Thomas, 1964, pp. 275-8.
Selected bibliography of 400-year history of the American Indian.

E Radford, Ruby L. SEQUOYA. New York, G. P. Putnam's Sons, 1969.
An easy-to-read biography about Sequoya, the Cherokee who invented writing for his tribe.

E,J Roessel, Robert A., Jr., and Platero, Dillon. COYOTE STORIES OF THE NAVAHO PEOPLE. Chinle, Arizona, Navaho Curriculum Center, Rough Rock Demonstration School.
This book, depicting Navaho life and culture, was prepared primarily for Navaho children.

J,H Sandoz, Mari. HORSECATCHER. Philadelphia, Westminster, 1957.
Elk, a peace-loving young Cheyenne, dreams not of taking scalps and winning glory as a warrior, but rather of capturing and taming the beautiful horses that run wild on the prairies.

J,H Schoor, Gene. THE JIM THORPE STORY. AMERICA'S GREATEST ATHLETE. New York, Julian Messner, 1951.
Story about an outstanding athlete and an Olympic champion.

E Schweitzer, Byrd Baylor. ONE SMALL BLUE BEAD. New York, Macmillan, 1965.
A story in narrative poetry form of an old man's belief and search for other people beyond the realm of a group of prehistoric cave dwellers.

P Spache, George D. GOOD READING FOR THE DISADVANTAGED READER. Champaign, Garrard, 1970, 201pp.
One purpose of this book is to list materials useful to different ethnic groups for building a good self-concept. A section on adult education is included.

H,P Spicer, Edward H. CYCLES OF CONQUEST. Tucson, University of Arizona, 1962.
The impact of Spain, Mexico, and the United States on the Indians of the Southwest (1533-1960).

H,P Stroud, Harry A. CONQUEST OF THE PRAIRIES. Waco, Texian Press, 1968.
Collection of writings tracing the subjugation of the Plains Indians from the time of the Spanish intrusion up to the surrender at Fort Sill.

E Warren, Betsy. INDIANS WHO LIVED IN TEXAS. Austin, Steck-Vaughn Co., 1970, 48pp.
The book describes the 10 main tribes of Indians that lived in Texas before white man came. Describes and illustrates appearance, dwellings, food, hunting, crafts, customs, religion, and location of each tribe. A small but thorough book.

Miscellaneous Materials on Mexican Americans and/or Indians

Films

All of the following are recommended unless specifically stated otherwise:

APACHE INDIAN. Coronet. Out of date.

ARTS AND CRAFTS OF THE SOUTHWEST INDIANS. Santa Fe Film Bureau.

AZTECS. Coronet. Some participants felt that the religious ceremony should have been omitted in favor of more important parts of Aztec culture.

BOY OF THE NAVAJOS. Coronet. Participants did not like the narration.

BUFFY - MY COUNTRY 'TIS OF THEE I'M DYING. National Education Association. Adult.

CIRCLE OF THE SUN. National Film Board of Canada. Dist. by McGraw-Hill.

END OF THE TRAIL, Parts I & II. McGraw-Hill.

THE EYES OF THE BEHOLDER. McGraw-Hill. Sensitivity film.

HARVEST OF SHAME. McGraw-Hill. Adult.

HOPI KACHINAS. ACI Films.

INDIAN INFLUENCES IN THE U. S. Coronet. A difference of opinion as to value of the film.

LITTLE BOY WHO COULD DO ANYTHING. Guidance Associates of Pleasantville, N. Y. Sound filmstrip for elementary grades. Adapted from THE BOY WHO COULD DO ANYTHING by Anita Brenner. Clear sound and beautiful pictures generally very well done. Mexican American.

MEET THE SIOUX INDIAN. Coronet. First part very old; shows a way of life that no longer exists.

MEXICAN AMERICANS - THE INVISIBLE MINORITY, Parts I & II. NET Film Service, Indiana University. Problems of today. Adult.

MEXICAN BOY: THE STORY OF PABLO. Britannica. Spanish and English.

EL MONO QUE QUIZO SER REY. Britannica. Beautiful color.

NAVAJO CANYON COUNTRY. A. Daggett, Prod.

THE NAVAJO MOVES INTO THE ELECTRONIC AGE. General Dynamics Company.

NAVAJO CHILDREN. Britannica.

NAVAJO SILVERSMITH. ACI Films.

PAINTING WITH SAND. Britannica.

PORTRAIT OF MEXICO. KUAT-TV University of Arizona.

THE PRIDE AND THE SHAME. British Broadcasting Corporation. Dist. by Peter Robeck. University of Michigan rental. Adult.

THE REMARKABLE SCHOOL. National Education Association.

SPANISH INFLUENCE IN THE U. S. Coronet. Very out of date.

TAHTONKA. Nauman Films. Dist. by Henk Newenhouse.

TRAIL RIDE. National Film Board of Canada. Dist. by Sterling Ed. Films.

The following film came too late to be previewed by the group of participants but is listed here because it is new:

CHICANO FROM THE SOUTHWEST. Britannica. In color. High School.

For information on newest films available, consult:

LANDERS FILM REVIEW
Landers Association
P. O. Box 69760
Los Angeles, California 90069

One year, $35.00. Ten issues with cumulative title and subject index.

Lists film producers and addresses.

Magazines

AZTLAN. CHICANO JOURNAL OF THE SOCIAL SCIENCES AND ARTS
Mexican American Cultural Center
University of California
Los Angeles, California 90024
Quarterly, $3.00 per year. First issue published Spring 1970 and indexed in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE).

INDIAN HISTORIAN
1451 Masonic Avenue
San Francisco, California 94117
Quarterly, $3.00 per year. Includes a book review section among its lengthy articles on American Indians.

Newspapers

EL EXCELSIOR. Mexico City, Mexico.

EL GALLO. Denver, Colorado.

EL GRITO DEL NORTE. Espanola, New Mexico.

HOY. El Paisano UFWOC, Box 155, Tolleson, Arizona 85353.

INDIAN AFFAIRS. Newsletter of the Association on American Indian Affairs. New York, New York.

INDIAN RECORD. Bureau of Indian Affairs, Washington, D. C.

LA VOZ CHICANA. P. O. Box 907, San Juan, Texas.

NUESTRA LUCHA. P. O. Box 1351, Homestead, Florida. El periodico de los migrantes del sur de la Florida.

PAPEL CHICANO. 6916 Avenue N, Houston, Texas 77011.

RIO GRANDE SUN. News from the Heart of the Pueblo Country. Espanola, New Mexico.

SOL DE AZTLAN. P. O. Box 5371, Lansing, Michigan 48905.

YA MERO. P. O. Box 1044, McAllen, Texas 78501.

Recordings

The following recordings may be ordered from Heffernan Supply Co., Inc., P. O. Box 5309, San Antonio, Texas 78201.

CANCIONES COMICAS MEXICANAS (CLP-842). High school level.

LAS POSADAS (CLP-842). High school level.

MUSICA Y CANCIONES DE LA PELICULA "LOS TRES CAVALLEROS" (WDM-20000). High school level.

Chapter IX

DIRECTORY OF SOURCES

In addition to the bibliographic sources cited, the following is a list of commercial companies which supply print and non-print materials that relate to both Indians and Mexican Americans. It is suggested that when catalogs are requested, specify your interest in Mexican Americans and/or Indians.

Bailey Films
11559 Santa Monica Blvd.
Los Angeles, California 90025

Baker & Taylor
Southwest Collection
380 Edison Way
Reno, Nevada 89502

Bowmar Records, Inc.
622 Rodier Drive
Glendale, California 91201

Bureau of Indian Affairs
Publication Service
Haskell Institute
Lawrence, Kansas 66044

Canyon Records
6050 North 3rd Street
Phoenix, Arizona 85012

Children's Books in Spanish for Classroom and Library
Pequeno Paquete, S. A.
Box 817
Coral Gables, Florida 33134

Coronet Films
65 South Water Street
Chicago, Illinois 60601

Educational Media
11559 Santa Monica Blvd.
Los Angeles, California 90025

Educational Resources Information Center (ERIC/CRESS)
Clearinghouse on Rural Education and Small Schools
New Mexico State University
Las Cruces, New Mexico 88001

Encyclopaedia Britannica Educational Corp.
425 North Michigan Ave.
Chicago, Illinois 60611

Follett Educational Corp.
1010 West Washington Blvd.
Chicago, Illinois 60607

Indian House
P. O. Box 472
Taos, New Mexico 87571

Interstate Library Service Co.
4600 North Cooper
Oklahoma City, Oklahoma 73118

The John Day Co., Inc.
62 West 45th Street
New York, New York 10036

Latin American Productions Co.
P. O. Box 41017
Los Angeles, California 90041

Latin American Titles
University of Texas Press
Box 7819
Austin, Texas 78712

Learning Arts
P. O. Box 917
Wichita, Kansas 67201

Package Library of Foreign Children's Books, Inc.
119 Fifth Ave.
New York, New York 10003

Proyecto Leer
La Casita
c/o Pan American Union
Washington, D. C. 20006

Silver Burdett Co. (Time-Life books available in Spanish)
Park Ave. & Columbia Road
Morristown, New York 10017

Southwestern Cooperative Educational Laboratory
117 Richmond Drive, N. E.
Albuquerque, New Mexico 87106

Stepping Stones
Educational Reading Service
East 64 Midland Ave.
Paramus, New Jersey 07652

Top Flight Books
Garrard Publishing Co.
Champaign, Illinois 61820

Universal Education and Visual Arts
221 Park Ave., South
New York, New York 10003

Xerox Contemporary High School Package
University Microfilms
Santa Ana, California 92700